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THE INSTITUTE OF ACCOUNTANTS

IN THE UNITED STATES OF AMERICA

SUCCESSOR TO

THE AMERICAN ASSOCIATION OF PUBLIC ACCOUNTANTS

Report of the Committee on Education

September, 1916

UNIV. OF
CALIFORNIA

The accompanying report, containing replies from various American universities and colleges, has been compiled according to written statements received in each case. Proper comparisons cannot always be made because some of the responses represent separate and distinct schools and colleges, while others represent departments of colleges and courses of instruction. The figures given for attendance also are probably unreliable if understood to refer to those taking courses in accounting only.

We have tried to set forth the exact response of each of the institutions which give a training preparatory for C. P. A. examinations. Responses from several other colleges have not been included in our report for the reason that they do not seem to comply with the prerequisite qualification of a separate department of commerce.

We believe the report furnishes valuable information and will enable any one desiring greater detail to correspond with the college authorities in an attempt to secure it.

Waldron H. Rand.
Bertram D. Kribben.
Harold Dudley Greeley.

Report of Committee on Education

To the Board of Trustees of the American Association of Public Accountants.

Gentlemen: We take pleasure in transmitting herewith the report of your committee on education.

Respectfully yours,

Waldron H. Rand, *Chairman.*
Bertram D. Kribben.
Harold Dudley Greeley.

INTRODUCTION

The committee decided, after conference and deliberation, to apply its efforts this year to a consideration of that vital preparation of the public accountant, practical accounting experience.

A division of the work was made to include in one department laboratory methods, the practical accounting experience of the undergraduate, and this has been ably taken care of by Mr. Greeley.

Another division was made to include the construction placed by boards of examiners on the phrase or term "practical accounting experience," when used in the statutes, or in the rules of examination of candidates for C. P. A. registration. Mr. Kribben has secured responses to his inquiries in this direction, supplying very interesting and instructive reports.

The chairman has continued his efforts to obtain up-to-date reports from departments of commerce and accounts in American universities and colleges and has also conducted a rather extensive correspondence which has been forced upon him by inquirers all over the country who write for advice on a course to be pursued to become a C. P. A.

It is thought a condensed statement for such students included here may be of help to fellows of our association who have occasion to advise young men with accountancy aspirations. This statement is not intended to be complete or thorough, but to give a general view of the work required by the profession and an approved and reasonable way to go about its mastery.

This is a word to members of the American Association respecting students of accountancy, and with some suggestions for students preparing to become certified public accountants.

The student of accountancy who is working to become a certified public accountant should classify his preparation under two heads: educational preparation and practical accountancy experience preparation. Under this classification evidence is required by the C. P. A. boards of examination; by the various state societies of certified public accountants; by the

American Association of Public Accountants; in some states by statute, and by members of the profession generally.

In a large sense, of course, practical accountancy experience may rightly be considered only an important part of one's education, but it is common to think of it separately for C. P. A. examination purposes, and to include in practical accountancy experience all knowledge gained in the practice of accountancy, and under education proper training in theory of accounts, auditing and commercial law and the general mental training equivalent to a high school graduation.

Education received in high school does not include necessarily any training in accountancy subjects, not even in bookkeeping subjects. Bookkeeping may be thought of as the language of the accountant for recording the facts and transactions of accountancy. If the entering student in the high school knew what his life work was to be, he might wisely select certain courses which would be considered preparatory, as soon as he was sufficiently advanced to be accorded the right of choice. But, anyway, he must have been taught mathematics, English, geography, history and the common school branches. When elective courses are possible, attention may be directed to elementary commercial law, economics, commercial arithmetic, commercial geography, bookkeeping and penmanship. All these will be found helpful when the school of commerce and business administration begins to call upon him for higher grades, and then the student will be taught commercial law, theory of accounts, auditing and practical accounting. There will be courses in accounting practice and in accounting problems; in system building and cost accounting; in fiduciary, institutional, corporation and bank accounting; in business organization, transportation, the various kinds of insurance, modern foreign languages, newspaper practice, etc., etc.

A great portion of such college training is very practical and the graduate should always receive credit in practical accountancy experience as well as recognition for excellent educational and professional training.

One prime secret, however, is yet to be realized by the student, and that is the impossibility of teaching accountancy so as to meet all requirements of practice. If he were to find in practice only such conditions as he has been taught to treat he would have little trouble, but in practice scarcely any two cases will be found alike. A dozen businesses may be started with similar systems of accounting and yet at the end of two or three years become so changed in practice that similarity is wholly lost. The teacher's mind finds it impossible to cope with the inventive genius of the average manufacturer or tradesman or the immature accountant, who may be responsible for such changes, and so to prepare his students for what they will surely encounter in public practice.

Therefore the professional public accountant of an established practice demands of his senior assistants practical experience in actual work. It is needful that the accountant should be able to see clearly through any maze of confused entries and tactfully guide the client's mind to an

apprehension of the facts as he finds them and an appreciation of the efforts made to keep him from being deceived concerning his business condition.

The accompanying report of the standing committee on education refers particularly to this subject of practical accountancy experience—practical accountancy experience as contained in the courses given to undergraduates by certain schools of commerce and business administration and practical accountancy experience as construed by various C. P. A. boards of examiners as meeting the required rule for eligibility as candidates for the examination.

What is known as laboratory work in the schools is depended upon for practical accountancy experience of the student. This consists of varied courses and methods in which the actual work of accounting and auditing is performed by the student. The more varied this laboratory work the better equipped will be the student, other things being equal. Particular reference is invited to Mr. Greeley's report.

Practical accountancy experience as required by the C. P. A. examining boards greatly varies. If the candidate has maintained an office as a public accountant or has been employed in the office of a practising C. P. A. for three years immediately preceding his application, his training is held to be satisfactory to meet the requirements of the rule. Credit also is frequently given to training which may be indicated by having been a student in certain schools of accountancy. Credit also is given in cases where the applicant has had a varied practical experience through employment in different positions and by connection with various kinds of business transactions, such as employment in a bank, a jobbing hardware house, a cotton mill, etc., etc. Mr. Kribben has compiled valuable information respecting all these conditions. This practical experience equipment of a public accountant is always an unknown quantity—some who apparently should know the most turn out to be disappointments. Where only straight and regular work is required the newcomer may exhibit satisfactory qualities, and the moment some initiative on his part or tactful treatment of a situation is required, he exhibits woful lack or inefficiency. It may be objected that tact is not included in teaching practical experience. Well, it can be. Surely this very important element in preparation should be recognized and it will be found to be a prime dependence and a valuable asset of the practising public accountant.

A word about correspondence courses is necessary for those who are so situated that they cannot personally attend school. To all of these we recommend talking the subject over with some C. P. A. near at hand, and when the school shall have been selected and the work begun, continue to consult with the C. P. A. for advice. Collateral reading and study in addition to the prescribed work contained in the course should be approved by the C. P. A. Volumes, recently published, of C. P. A. examinations of various state boards, together with answers and solutions for the problems given, will be found helpful to those doing advanced work. Securing the companionship and coöperation of some other student taking

the same course will also be found of great help. One important thought is to get understanding with the knowledge obtained, and the companionship of a fellow student, the perusal of problems with solutions by modern experts and the conferences with and advice from a worthy and experienced C. P. A. will make for this very important principle of understanding.

We bespeak for the faithful student the coöperation of fellows of the American Association in an effort wisely to direct his attempt to secure the desired education and training. This is especially needful in all correspondence courses in the pursuit of which so many fall down who, assisted by the certified public accountant, would be more apt to succeed.

The scope of investigation of the present committee on education has been limited to departments of commerce and accounts in American universities and colleges. We suggest that succeeding committees widen this scope to include private schools conducting resident and correspondence or extension work. This committee is not in a position to make a report upon such schools because its time has been consumed along the line previously adopted. A previous committee regretted its inability to report fully upon this most important and vital matter and suggested that at some future time an investigation should be conducted. We refer this suggestion to the committee which will succeed us.

Our committee is familiar with the work of two of these schools.

The Pace & Pace course includes an exposition of accountancy from its fundamental principles to the theories in its higher branches supported by practical problems, quiz questions and practice sets. The work includes a study of auditing and a training in law and economics, and in addition offers specialized work in English. These courses are designed to prepare students for the practice of accountancy either in public or private employment, and to pass C. P. A. examinations. These courses are founded upon sound pedagogical principles.

The Walton school gives a general accounting course which consists of an exposition of accounting principles beginning with fundamentals and working from a constructive standpoint towards the most advanced requirements. This course includes problems, quiz questions and practice sets correlated with lectures on the fundamental principles of theory. The advanced work in the Walton course continues or develops the theory principles from fundamentals to advanced theory and its application in practice and includes work in auditing.

This course is designed to prepare students for the general practice of accountancy either in public or private, and to pass C. P. A. examinations. The course includes a training in law and economics and is based upon sound pedagogical principles.

In both of these schools we are pleased to note that the majority of instructors are certified public accountants, which is a recognition of the value of practical experience and training in the education of students, a point upon which this report has laid considerable stress.

WALDRON H. RAND.

THE AMERICAN ASSOCIATION OF PUBLIC ACCOUNTANTS,

COMMITTEE ON EDUCATION.

St. Louis, Missouri, July 5, 1916.

The statutes of many of the states of the United States provide that applicants for registration as certified public accountants shall have had more or less "practical accounting experience" or the statutes contain words of similar import or effect.

Until comparatively recent years the term "accounting" has been held to be synonymous with bookkeeping. In fact, the courts of several states have placed this construction on a statute which requires a knowledge of practical accounting as a prerequisite for examination for registration.

The question—What is meant by practical accounting or a similar expression when used in the statute?—has doubtless presented itself to your board of examiners.

Will you not, therefore, please inform this committee of the construction placed on the phrase or term by your board, and how, in your judgment, practical accounting experience may be had so as to qualify the would-be examinee with respect to the provisions of a law or rule of the board prescribing such experience.

The above letter was sent to each of the thirty-nine boards of accountancy of the United States, and thirty-two answers were received in reply thereto. Many were, unfortunately, limited to directing attention to the law and rules of the boards, which answered the question in part only, but quite a number gave lucid and excellent descriptions or definitions of the term.

Much mischief has been caused by the use in a state law of the term "practical accounting experience," which is capable of being variously construed. In some states public accounting experience is required in addition to practical experience, but in no case does a state law define or describe what "practical accounting experience" is, when this phrase alone is used; nor when it is used in seeming contrast to "public accounting" does it disclose its full nature or extent. Upon the construction of this term hangs the right of many of the state boards to withhold or grant certificates of registration. It doubtless was the intention of those who had the C. P. A. bills introduced for passage in the legislatures to require of the candidates for examination a certain proficiency in "practical accounting" as understood by professional accountants, and failure on the part of these gentlemen to take into account the construction by the courts of words and phrases employed in statutes, that is, that words are to be construed according to their ordinary and general meaning, has resulted in "practical accounting" or "practice of accounting," or words of similar import, being deemed by the courts to be bookkeeping pure and simple.

Many of the state boards have, by rules adopted by themselves, sought to require the practical accounting experience on the part of candidates to be such as would be had in the office of public accountants or in the individual practice of public accountancy, but it is more than doubtful whether these rules would stand the test of a mandamus, notwithstanding the discretionary powers granted to the boards by law, in many instances

when these rules operate so as to enlarge or diminish the specific requirements contained in the law.

The fundamental principle involved in the C. P. A. laws is the regulation of public accounting, the granting of a certificate of proficiency, the degree of which is prescribed by the state to such as possess the required qualifications and the restriction of the use of the designation "certified accountant" to those who have been found entitled thereto as measured by the standard so adopted.

It was not the intention of the framers of the law in many of the states to permit persons who had not practised as public accountants to sit for examination as to their qualifications, and the statutes of such states expressly provide for from one to three years' practice as a public accountant on one's own account or in the office of reputable public accountants on the part of candidates for examination, and yet some of these state laws seem to distinguish between "practical accounting experience" gained in public practice from that acquired elsewhere. This distinction exists in no less than twelve states. The general term "practical accounting," or words of similar import, used by itself, unlimited, undefined, unrestricted in meaning, not distinguished from public experience, exists in the laws of a majority of the states. Other state laws construe two or more years' study in an accounting school as the equivalent of training in the office of a public accountant. Several boards have construed the accounting experience gained by a chief bookkeeper or auditor of a large business venture, if extensive, as practical experience sufficient to meet the requirements. Six states have no experience requirements whatever embodied in their laws.

This loose phraseology has caused intolerable mischief. But to the credit of by far the larger number of the state boards be it said that they have sought (after the miserable waiver clause—when that existed—had expired) to prevent practical accounting from being held idem significans with bookkeeping.

The following questions were asked by your committee of the various state boards of accountancy:

I. Is experience gained as a bookkeeper or auditor of an individual firm or of a corporation construed as practical accounting experience? If so, to what extent?

Thirteen answered "No," unqualified. Two answered "Yes"—one of these was Ohio, where a court decision settled it. Three more answered "Yes, if for three years"—these states followed the statute. Five states answered "Yes," but qualified the answer, the board reserving the right fully to investigate the extent and nature of the applicant's qualification and then, in its discretion, to pass the candidate or not.

II. Is the pursuit of study in an accounting school deemed to be equivalent for actual public practice as a public accountant? If so, to what extent?

Sixteen states answered with a decisive "No." One answered "Yes," the statute made it so. Two answered "Yes, in part." One answered "Yes," but conditionally, expressing the opinion that such study was very desirable and that if it had been conducted for three years under supervision in a good school the experience gained would be superior to even a greater number of years' experience in an accountant's office, giving as a reason therefor that few offices cover all phases of accounting—that a senior accountant often specializes or at best is assigned to only a part of the work on one out of a number of cases that may be on hand.

III. Is the experience gained by employment as a junior with a reputable firm of public accountants deemed to be such practical experience as may be required by law or the rules of the board? If so, to what extent?

Sixteen of the answers were in the affirmative. Two specified the duration of time necessary. Four answered that under conditions the experience so gained was acceptable. Two states only answered in the negative.

In the opinion of your committee but little injury has happened to our profession because these laws either failed to require experience in that which accountants call practical accounting or failed to distinguish between public practice and experience gained in private employment, for the reason that nearly all the state boards, when they were not dominated by politicians, have submitted to the examinees questions and problems which, as a rule, they could not answer unless they had had the proper training and experience. But this failure to injure seriously the standing of the profession does not apply to the "waiver" clause when that existed. By virtue of that unfortunate provision, the value of the certificate has in several instances been heavily degraded. Enacted either in ignorance or in utter disregard of its probable effect, it has cheapened and lowered a professional calling so that in some states the holder of a C. P. A. certificate is regarded as an object of ridicule, if not as a harmless impostor. But this criticism must not be held to apply to all who were registered under the waiver clause. Many excellent and capable accountants hold their certificates under it and are entitled to it by virtue of their ability and attainments. It was, however, a prize for a larger number of pseudo-accountants who but for its enactment would never have been registered as certified public accountants.

BERTRAM D. KRIBBEN.

REPORT ON LABORATORY METHODS.

In the 1915 report of this committee one section dealt with laboratory methods, and this portion of the present report is a continuation of that section in the effort to bring it up to date. In this work we are endeavoring to record facts without criticism or comment, and we have tried particularly to avoid unfair comparisons among schools. As was the

case last year, our report is based principally upon data secured by mail. The response to our inquiries has been very cordial and practically all of the schools addressed replied.

In order to make clear the classification of schools, which is printed below, the following is quoted from our 1915 report:

Since "laboratory" means a place where scientific experiments are conducted, "laboratory method" would include all work of an experimental nature performed by students. That is to say, it would include all work in which the student applies accountancy principles to given facts.

Under this view laboratory method in accountancy would include at least the following teaching expedients:

I. Solving written or oral problems concerning any principle of accountancy theory or practice.
II. Making bookkeeping entries to record given facts and preparing reports therefrom.
III. Analyzing reports prepared by others.
IV. Designing accounting systems, procedures and forms.
V. Auditing books of account kept by others and preparing reports thereon.

Work under III., IV. and V. may be subdivided as to the nature of the material into

(1) Prepared by instructors and thus hypothetical to the student, although perhaps based primarily upon actual conditions.
(2) Actual conditions with which the student is confronted.

Work under IV. (2) and V. (2) may be subdivided as to the place in which it is performed into

(a) Class-room or other study place.
(b) Office or other business place.

Our report is confined to laboratory work outlined above under IV. and V. This is because work specified under I. and II. and, to some extent, that specified under III. is found in every school with which we are familiar and is largely a matter of common knowledge among our members.

Our present classification includes the following schools which were not listed in the 1915 report:

Indiana University,
State University of Iowa,
University of Illinois,
University of Oregon,
University of Pennsylvania.

The writer visited the latter school and was received with the same spirit of cordial coöperation which was manifested by the other schools visited and shown in the correspondence from those schools to which a visit was impracticable.

The authorities at the University of Oregon report that the school of commerce was organized in September, 1915, but has done the laboratory

work as stated in the classification printed below. They are contemplating using their students during the next school year on actual auditing work in connection with the public service commission's investigation of water and electric light plants in the city of Eugene, Oregon. They expect also to devise, install and audit the accounts for the university coöperative store and they are now dealing with the problems of purchasing the stock for the store.

Brown University reports that there has been no opportunity for laboratory methods of the kind described in our classification but that there is a great demand for accounting courses at the university and a much more extensive consideration of the subject will probably be undertaken within the next few years.

Princeton University reports that accountancy will be taught there for the first time next year. Their work has not been completely planned but they expect to do laboratory work after the first year. They are planning during the first year to have the more mature students devote considerable time to public utility classifications and to the consideration of the valuation material of the interstate commerce commission.

Amos Tuck school of Dartmouth reports that the principal feature of the development of the work in accountancy is along the line of closer contact between the school and the number of business concerns which are coöperating to the extent of affording students the opportunity for getting the practical equivalent of accounting experience. During the last year several students have made the accounting problems of several manufacturing concerns the basis of their theses. This work included the devising of both financial systems and cost systems.

New York University, the University of Denver and the University of Pittsburgh continue to conduct free audits for charitable organizations. The department of the school conducting such work has been called "an accounting dispensary." At the University of Pittsburgh an arrangement was made with a committee on charities of the chamber of commerce by which the chamber of commerce was to avail itself of the university's services for charitable organizations which applied to the chamber of commerce for endorsement.

Boston University, Columbia and the University of Wisconsin report that no material change in method has been made but their work is being improved and developed along the lines followed last year.

Following is the tabulation in the same form as printed in our 1915 report:

IV. (1)—DESIGNING ACCOUNTING SYSTEMS, PROCEDURES AND FORMS—FROM HYPOTHETICAL MATERIAL.

Boston University.
Dartmouth (Amos Tuck school).
Harvard (school of business administration).
Indiana University.

New York University.
Northwestern University.
University of Cincinnati.
University of Illinois.
University of Nebraska.
University of Oregon.
University of Pennsylvania.
University of Pittsburgh.
University of Wisconsin.

V. (1)—AUDITING BOOKS OF ACCOUNT KEPT BY OTHERS AND PREPARING REPORTS THEREON—FROM HYPOTHETICAL MATERIAL.

Boston University.
Indiana University.
State University of Iowa.
University of Illinois.
University of Wisconsin.
} Use bookkeeping sets prepared by other students.

IV. (2) (a)—DESIGNING ACCOUNTING SYSTEMS, PROCEDURES AND FORMS—ACTUAL CONDITIONS—WORK PERFORMED IN CLASSROOM.

Boston University (students provided with information concerning an actual business and required to design a system and a complete set of instructions for its conduct).

Columbia (uses actual books of account upon which to devise improvements).

Harvard (school of business administration).

Indiana University (students designed cost accounting systems for printing office, stone plant and farm products business).

New York University (selected students visit office where system is to be used and report facts to rest of class for class discussions of proposed system work).

Northwestern University (blue-print forms of actual systems and class visits of inspection to offices provide basis for class-room work).

State University of Iowa.

University of Cincinnati.

University of Illinois (students provided with some information, obtain other information for themselves and design a system of accounts to fit the conditions of a going business).

University of Wisconsin (lectures by professional accountants and accounting officers and class visits of inspection provide basis for class-room work).

IV. (2) (b)—DESIGNING ACCOUNTING SYSTEMS, PROCEDURES AND FORMS—ACTUAL CONDITIONS—WORK PERFORMED IN OFFICES.

Dartmouth (Amos Tuck school).
Harvard (school of business administration).
Harvard (bureau of business research).

Note: Harvard states that the bureau is not a laboratory, although in its work it has a laboratory point of view. Its object is to gather, classify and describe facts about business. In the conduct of its work it provides instruction of a laboratory nature to its students; therefore we are including it in our classification. The work in the school of business administration is independent of any work done in the bureau of business research. The school has no connection with the bureau except in a consulting capacity and utilizing some of the material which the bureau has collected.

New York University.
State University of Iowa.
University of Cincinnati.
University of Pittsburgh.
University of Wisconsin.

Note: The University of Cincinnati and the University of Pittsburgh perform accounting work not only for businesses outside of the university but also for many student organizations of business and semi-business character. In the University of Wisconsin students voluntarily, for experience and in addition to regular work, perform accounting work for student organizations.

V. (2) (a)—AUDITING BOOKS OF ACCOUNT KEPT BY OTHERS AND PREPARING REPORTS THEREON—ACTUAL CONDITIONS—WORK PERFORMED IN CLASSROOM.

Columbia (uses actual books of account and supporting vouchers).
Harvard (school of business administration) "Used wherever books can be borrowed and brought to the class."

State University of Iowa.
University of Cincinnati.
University of Illinois (actual books and documents used).
University of Wisconsin (uses actual books of account and supporting vouchers).

V. (2) (b)—AUDITING BOOKS OF ACCOUNT KEPT BY OTHERS AND PREPARING REPORTS THEREON —ACTUAL CONDITIONS—WORK PERFORMED IN OFFICES.

Dartmouth (Amos Tuck school).
Harvard (school of business administration) "Used in large degree but varying with the facilities available."
Harvard (bureau of business research).
New York University.
Northwestern University.
State University of Iowa.
University of Cincinnati.
University of Nebraska.
University of Oregon.
University of Pittsburgh.

The classification as printed above is probably incomplete but it shows to the extent of our information which schools are giving laboratory work of the kinds specified.

We hope that any schools which have been inadvertently omitted from the foregoing classification will communicate with the committee so that if this investigation is conducted by the committee which succeeds the present one they will be included in next year's report.

We wish to thank all of these schools for their coöperation with us, which has made possible the preparation of this report.

HAROLD DUDLEY GREELEY.

REPORT OF MR. WALDRON H. RAND ON DEPARTMENTS OF COMMERCE

	Boston	California
Approximate date of establishment	1913	1898
Where located	Boston, Mass.	Berkeley, Cal.
Is the school endowed, and if so, to what extent?	Shares in general university endowment	$375,000
Preliminary education required for "regular" students desiring a degree	4 years' high school or equivalent	4 years' high school
Length of course needed for the degree, certificate or diploma	4 years	4 years
Name of degree conferred	B. B. A.	B. S.
Does school conduct day classes, or night classes, or both?	Both day and night	Day
Required courses for day students, state total number of hours for degree	1000 hrs. required; 1800 hours for degree	Approximately 2232 degree; 960 required
Elective courses for day students, state total number of hours for degree	500 hrs. elective; 300 in business	
Required courses for night students, state total number of hours for degree	600 hrs. required; 900 for degree	
Elective courses for night students, state total number of hours for degree	300 hrs. elective; 3 yrs. business experience	
Can student complete course in less than required time for degree by taking standing in subjects through special examinations and without attending classes?	No	Only in exceptional cases
Is course aimed to give a training preparatory for C. P. A. examinations?	Yes	Not primarily
Does school have a commercial laboratory to provide the equivalent of practical experience?	Actual experience under supervision of college necessary	Yes
Does school conduct correspondence courses in accounting?	Courses being considered	Yes
Approximate tuition for full course	$500 day; $320 evening	Free to residents of state, $80 to outsiders
Total enrolment for the year 1914-1915	378	311
Total enrolment for the year 1915-1916	825	341
Total enrolment since establishment	1,250	3,118
Number of graduates 1914-1915	1	39
Number of graduates 1915-1916	8	39
Number of graduates since establishment	9	299
Number of professors, instructors, lecturers and assistants without duplication	99	
Number of above practising the profession of accountancy	12	
Total number of C. P. A.'s among graduates	0	
Total number of C. P. A.'s among lecturers	7	
Total number of C. P. A.'s among faculty	5	1

AND ACCOUNTS IN AMERICAN UNIVERSITIES AND COLLEGES

CHICAGO	CINCINNATI	COLORADO	COLUMBIA
1898	1912	1914	1910 Evening courses 1916 School of business
Chicago, Ill.	Cincinnati, O.	Colorado Springs, Col	New York
Shares in general university endowment	No	$100,000	Part of general work of this university
High school	College entrance requirements and two years in college of liberal arts	High school 4 years	High school for evening courses; 2 years of college for school of business
4 years	3 years	4 years	†
Ph.B., A. M., Ph.D.	Bachelor of commerce	Bachelor of arts in business and banking	B. S., M. S.
Day	Night	Day	Both
36 majors		100 semester hours	24 points‡
		28 semester hours	Altogether 34 points
	32 hours*		24 points } 48 points required for certificate
	28 hours		24 points }
	No	No	No
Not specifically for that purpose	Yes	Yes	Yes
Yes	Yes	Yes	Yes
No	No	No	No
$480	Residents, $165 Non-residents, $255	$240	Estimated at rate of $6 a point
220	187	50	Impossible to ascertain
250	196	80	Impossible to ascertain
			Impossible to ascertain
33	1	2	Impossible to ascertain
20	0	6	Impossible to ascertain
	1		Impossible to ascertain
	13, not including lecturers	4	Evening 31 School of business 27
None	2	None	7
	None		
	2		
	None		

*And 3 years of supervised study of the business in which the student is engaged.

†Certificate for two year evening course; B. S. for two year course in school of business; M. S. after a course in business, conferring the undergraduate degree of B. S. and a course similar to that of Columbia University.

‡Each count stands for one hour a week in one session; two sessions in the year.

REPORT OF MR. WALDRON H. RAND ON DEPARTMENTS OF COMMERCE

	DE PAUL	DENVER
Approximate date of establishment	1912	1908
Where located	Chicago, Ill.	Denver, Colorado
Is the school endowed, and if so, to what extent?	No	No
Preliminary education required for "regular" students desiring a degree	4 years' high school course	4-year high school course or equivalent
Length of course needed for the degree, certificate or diploma	3 years	3 years
Name of degree conferred	B. C. S.	B. C. S.
Does school conduct day classes, or night classes, or both?	Night	Night
Required courses for day students, state total number of hours for degree		
Elective courses for day students, state total number of hours for degree		
Required courses for night students, state total number of hours for degree	1296 hours' class room work, one-half of which is elective	960 hours
Elective courses for night students, state total number of hours for degree		120 hours, but not required for degree
Can student complete course in less than required time for degree by taking standing in subjects through special examinations and without attending classes?	No	No
Is course aimed to give a training preparatory for C. P. A. examinations?	Yes	Yes
Does school have a commercial laboratory to provide the equivalent of practical experience?	Not yet	Yes
Does school conduct correspondence courses in accounting?	No	No
Approximate tuition for full course	$315	$300
Total enrolment for the year 1914-1915	59	63
Total enrolment for the year 1915-1916	92	76
Total enrolment since establishment	165	225
Number of graduates 1914-1915	None	13
Number of graduates 1915-1916	None	7
Number of graduates since establishment	None	50
Number of professors, instructors, lecturers and assistants, without duplication	28	34
Number of above practising the profession of accountancy	8	7
Total number of C. P. A.'s among graduates	None	About 14
Total number of C. P. A.'s among lecturers	3	
Total number of C. P. A.'s among faculty	5	7

AND ACCOUNTS IN AMERICAN UNIVERSITIES AND COLLEGES—Continued

Duquesne	Ellsworth	Illinois	Indiana
1913	1915	1902 (Reorganized, 1915)	
Pittsburgh, Pa.	Iowa Falls, Ia.	Urbana, Ill.	Bloomington, Indiana
No	3000 acres land	No—state university	
4 years' high school course	None	4 years' high school course	
B. C. S. = 2 years; bachelor of science in economics, 4 years.	2 years	4 years	
B. C. S. and B. S. in economics	No business degree conferred	B. S.	
Both	Day	Day	
(a)	Two years in accounting	Averages 90, 130 hours for graduation	
(a)		Averages 40, 130 hours for graduation	
(a)			
(a)			
Yes		Yes	
Yes	Yes	Yes	Yes
Yes	No	Yes	No
No	No	No	Yes
B. C. S. $300 B. S. in E. $500	No special tuition for accounting course	$150	Tuition charged for only the correspondence course—$7.50
160		454	30
402	450	581	32
		Not available	
None		43	
6	3	69	
6		312	About 200
24, not including lecturers	20	23	
8		2	1
4		Not available	
Several		2	
5		2	

(a)Day and evening: B. C. S. equals 1,296 recitation hours, 2/3 elective; B. S. in E. equals 2,400 recitation hours, 1/2 elective.

REPORT OF MR. WALDRON H. RAND ON DEPARTMENTS OF COMMERCE

	Iowa	Marquette
Approximate date of establishment	1908	1910
Where located	Iowa City, Iowa	Milwaukee, Wis.
Is the school endowed, and if so, to what extent?	No	No
Preliminary education required for "regular" students desiring a degree	4 years' high school	High school completed
Length of course needed for the degree, certificate or diploma	4 years	3 and 4 years for degrees; 2 years for diploma
Name of degree conferred	B. A. in commerce M. A. in commerce	B. C. S. and B. S. in economics
Does school conduct day classes, or night classes, or both?	Day	Both
Required courses for day students, state total number of hours for degree	124 hours	B. C. S. 1,000 hours B. S. in E. 1,080 hours
Elective courses for day students, state total number of hours for degree	32 hours	B. C. S. 540 hours B. S. in E. 840 hours
Required courses for night students, state total number of hours for degree		Night students hardly ever qualify for degree
Elective courses for night students, state total number of hours for degree		
Can student complete course in less than required time for degree by taking standing in subjects through special examinations and without attending classes?	No	No
Is course aimed to give a training preparatory for C. P. A. examinations?	Yes	Yes
Does school have a commercial laboratory to provide the equivalent of practical experience?	Yes	No
Does school conduct correspondence courses in accounting?	Yes	No
Approximate tuition for full course	$90	$375 for 3-year course $500 for 4-year course
Total enrolment for the year 1914-1915	155	80
Total enrolment for the year 1915-1916	250	87
Total enrolment since establishment	Impossible to ascertain	438
Number of graduates 1914-1915	Impossible to ascertain	12
Number of graduates 1915-1916	Impossible to ascertain	11
Number of graduates since establishment	Impossible to ascertain	44
Number of professors, instructors, lecturers and assistants without duplication	15	21
Number of above practising the profession of accountancy	Impossible to ascertain	1
Total number of C. P. A.'s among graduates	Impossible to ascertain	None
Total number of C. P. A.'s among lecturers	Impossible to ascertain	1
Total number of C. P. A.'s among faculty	Impossible to ascertain	1

AND ACCOUNTS IN AMERICAN UNIVERSITIES AND COLLEGES – Continued

Montana	Nebraska	New York	Northwestern
1914	1913	1900	1908
Missoula, Mont.	Lincoln, Neb.	New York	Chicago and Evanston, Ill.
No	State institution		No
High school graduate	4 years' high school		2 years' credit from college of approved standing
4 years	4 years	4 years' night work 3 years' day work	3 years for degree; 48 semester hrs. for diploma
B. S.	A. B. with certificate in commerce	B. C. S.	B. B. A.
Day	Day	Both	Both
122 hours*	924	510	70
	33	930	20
		330	20
		720	28
Advanced standing given upon examination	No	Advanced standing granted from recognized institutions. No examinations given without class work	Yes
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
	No	No	No
No tuition—state institution	None	Night $437, day $581	$360 day, $300 night
150	173	2,853	753
225	196	3,192	903
375	423		4,493
	4	243	16
	6	288	18
	10	1,359	58
3	30	88	26
None	1	15	4
None	None		27
None	None	8	Various
None	None	2	4

*A credit hour involves two hours of preparation, and one hour of recitation lecture or quiz.

REPORT OF MR. WALDRON H. RAND ON DEPARTMENTS OF COMMERCE

	Notre Dame	Ohio Northern
Approximate date of establishment	1913	1866
Where located	Notre Dame, Ind.	Ada, Ohio
Is the school endowed, and if so, to what extent?	No	$225,000
Preliminary education required for "regular" students desiring a degree	4 years' high school or equivalent	4 years' high school course or equivalent
Length of course needed for the degree, certificate or diploma	Degree 4 years, certificate 2 years	2 years
Name of degree conferred	Ph.B. in commerce	B. C. S.
Does school conduct day classes, or night classes, or both?	Day	Day
Required courses for day students, state total number of hours for degree	160	912 credit hours
Elective courses for day students, state total number of hours for degree	None	None
Required courses for night students, state total number of hours for degree		
Elective courses for night students, state total number of hours for degree		
Can student complete course in less than required time for degree by taking standing in subjects through special examinations and without attending classes?	May complete course in 3 years if they have had considerable experience	No
Is course aimed to give a training preparatory for C. P. A. examinations?	Not directly	Yes
Does school have a commercial laboratory to provide the equivalent of practical experience?	Yes	Yes
Does school conduct correspondence courses in accounting?	No	No
Approximate tuition for full course	$100	$60
Total enrolment for the year 1914-1915		150
Total enrolment for the year 1915-1916		175
Total enrolment since establishment		7,250
Number of graduates 1914-1915	No graduates as yet	30
Number of graduates 1915-1916	First class 1917	30
Number of graduates since establishment	†	1,500
Number of professors, instructors, lecturers and assistants, without duplication	20	10
Number of above practising the profession of accountancy		5
Total number of C. P. A.'s among graduates		None
Total number of C. P. A.'s among lecturers	None	
Total number of C. P. A.'s among faculty	None	None

†One certificate issued in 1915-1916.

AND ACCOUNTS IN AMERICAN UNIVERSITIES AND COLLEGES—Continued

Oregon Agricultural	Pennsylvania	Pittsburgh	St. Louis
1908	1881	1908	1910
Corvallis, Ore.	Philadelphia, Pa.	Pittsburgh, Pa.	St. Louis, Mo.
State institution		No	No
4 years' high school	High school graduate	High school	4 years' high school
4 years	3 years certificate, 4 years diploma	4 years for degree, 4 years evening for diploma	3 years
B. S. in commerce	B. S. in economics	B. S. in E.	B. C. S.
Day	Both	Both	Night
2,448 hours	70	2 years, 16 hours per week	495
548 hours	70	2 years, 16 hours per week	405
	24	1 year, 3 nights a week	
	24	3 years, 3 nights a week	
Limited extent on petition to college council	Yes, by attendance at summer school	No	No
Yes	Yes	Yes	Yes
Yes	No	Yes	Yes
Yes‡	No	No	No
Free	$640 day, $240 night	$600 day, $200 night	$240
170	2,265	198 day, 390 evening	130
173	2,409	241 day, 755 evening	175
1,238	14,945		506
20	179	24	6
14	331	33	20
106		121	47
29	77	46	31
	3	6	5
	6	15	
4	3		6
1	3	6	6

‡But credit is not given toward graduation except on resident examination.

REPORT OF MR. WALDRON H. RAND ON DEPARTMENTS OF COMMERCE

	Wisconsin	Amos Tuck-Dartmouth (Post-Graduate)
Approximate date of establishment	1900	1900
Where located	Madison, Wis.	Hanover, N. H.
Is the school endowed, and if so, to what extent?	State university	*
Preliminary education required for "regular" students desiring a degree	4 years' high school course	Bachelor's degree or 3 years college work with high rank in scholarship
Length of course needed for the degree, certificate or diploma	4 years	2 years
Name of degree conferred	B. A.	M. C. S.
Does school conduct day classes, or night classes, or both?	Day	Day
Required courses for day students, state total number of hours for degree	73—81	18 hours per week
Elective courses for day students, state total number of hours for degree	59—71	About 1/5 of courses elective
Required courses for night students, state total number of hours for degree		
Elective courses for night students, state total number of hours for degree		
Can student complete course in less than required time for degree by taking standing in subjects through special examinations and without attending classes?	Yes	No
Is course aimed to give a training preparatory for C. P. A. examinations?	Yes	Yes
Does school have a commercial laboratory to provide the equivalent of practical experience?	Yes	Yes
Does school conduct correspondence courses in accounting?	Yes	No
Approximate tuition for full course	Free to residents, $62 a semester non-residents	$280
Total enrolment for the year 1914-1915	484	77
Total enrolment for the year 1915-1916	542	88
Total enrolment since establishment	4,221	647
Number of graduates 1914-1915	53	17
Number of graduates 1915-1916	47	24
Number of graduates since establishment	420	152
Number of professors, instructors, lecturers and assistants, without duplication	40	23
Number of above practising the profession of accountancy	3	1
Total number of C. P. A.'s among graduates	7	1
Total number of C. P. A.'s among lecturers	7	1
Total number of C. P. A.'s among faculty	3	None

*Yes. The school shares, with other departments of the college, in a fund of $500,000.
†Not more than two full courses, first year, averaging 3 hours per week. Not more than five courses, second year, averaging 3 hours per week.

UNIV. OF CALIFORNIA

AND ACCOUNTS IN AMERICAN UNIVERSITIES AND COLLEGES Concluded

HARVARD (Post-Graduate) 1908	CORNELL	NORTH DAKOTA	UNIVERSITY OF OREGON	TUFTS
Cambridge, Mass.	There is at the present time no school of commerce. It is hoped that one may be established in the near future, and the committee on education has received a report of the faculty committee appointed to draw up a plan for a college of commerce.	This university is working towards a department of accounts and finance. It has not as yet an organized department, neither does it offer a degree, certificate or diploma.	This university has established a school of commerce which is virtually in its first year, with about three hundred individual students enrolled. Day classes, and a regular four years' course, four instructors, an extension course and practical laboratory work are planned.	Tufts College has no school of business. The Bisk fund now has $17,013.08 to its credit and initial steps are being taken toward the formation of a school of this kind.
Partly				
Degree from accredited university or college				
2 years				
M. B. A.				
Day				
†				
No				
Yes				
Yes				
No				
$400				
166				
190				
955				
27				
37				
127				
17 faculty, 70 lecturers, etc.				
2				
Not known				
1				
None				

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